

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND PUBLIC SCHOOLS	School: Vineland High School
Chief School Administrator: DR.MARY GRUCCIO	Address: 2880 E. Chestnut Ave. Vineland, NJ 08361 / 3010 E. Chestnut Ave. Vineland, NJ 08361
Chief School Administrator's E-mail : mgruccio@vineland.org	Grade Levels: 9 th – 12 th
Title I Contact: Dr. JOANNE NEGRIN	Principal: DR. THOMAS P. McCANN
Title I Contact E-mail: jnegrin@vineland.org	Principal's E-mail: tmccann@vineland.org
Title I Contact Phone Number: 856-794-6700 extension 2030	Principal's Phone Number: 856-794-6800

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X ☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dr. Thomas McCann

Principal's Name (Print)

Dr. Thomas McCann

Principal's Signature

May 19, 2015

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____4_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 442,506, which comprised 96.47% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Positive Behavior Supports	1	Yes		25%
Mentoring / Intervention	2	Yes		25%
Communication	3	Yes		25%
(Timely) Matriculation	4	Yes		25%
				\$442,506 (100%)

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment (* Feedback)	Participated in Plan Development (*Feedback)	Participated in Program Evaluation (*Feedback)	Signature
Dr. Thomas McCann	Principal	Yes	Yes	Yes	
Joanne Negrin	District Supervisor	Yes	Yes	Yes	
Darren Palmer	Assistant Principal	Yes	Yes	Yes	
Brenda Smanniotto	Director of Raft	*	*	*	
Deborah Gonzalez	Principal Secretary	*	*	*	
Maria Alvarado		*	*	*	
Edward Belfi	PE Department Head	*	*	*	
Beth Bergamo	Guidance Department Head	*	*	*	
Ernest Bernhardt	Guidance Department	*	*	*	
Eileen Bosco	Fine Arts Department	*	*	*	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Adaliz DeJesus	World Language	*	*	*	
Rachele D'Ippolito	Technology Department	*	*	*	
Marie Donato	Science Department	*	*	*	
Charles Gaudio	PE Department	*	*	*	
Karen Hunt	Nurse	*	*	*	
Robert Imperato	English Department	*	*	*	
Vincent Luciano	Special Ed. Department	*	*	*	
William McDevitt	Fine Arts Department	*	*	*	
Beverly Messore	Social Studies Department	*	*	*	
Vanessa Rasmussen	Language Arts	*	*	*	
Donald Robbins	Athletic Director/Supervisor	*	*	*	
Jacqueline Roman Alvarez	World Language Department	*	*	*	
Carol Rothman	Math Department	*	*	*	
Danielle Simoni	Math Department	*	*	*	
Eric Spinnato	Special Education Department	*	*	*	
Kari Stockbridge	Technology Department	*	*	*	
Cynthia Veale	School to Careers	*	*	*	
Vicki Yeager	Science Department	*	*	*	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
March 18, 2015	Central Office 6 Plum Street Vineland, NJ 08360	Comprehensive Needs Assessment	Yes		Yes	
March 18-30, 2015	Vineland High School 3010 E. Chestnut Ave. Vineland, NJ 08361	Schoolwide Plan Development	Yes		Yes	
March 19, 2015	Vineland High School 3010 E. Chestnut Ave. Vineland, NJ 08361	Evaluation Plan	Yes		Yes	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

Vineland High School Mission

The mission of the North and South Campuses of Vineland High School is to provide the best educational program for all of our students. We will ensure a safe stimulating and caring educational environment through a program of academics, arts, technology, athletics, and extra-curricular activities. This will promote academic excellence, self-esteem, sound character, responsibility, and respect for diversity in all of our staff and students. We recognize that student achievement is the result of a strong collaboration among administration, teachers, families, and the community. Through this collaborative effort, our students will become knowledgeable, life-long learners who will be contributing and responsible citizens in our changing society. All students will be challenged to become active participants in the quest for personal excellence. We expect the best from our students and we will give no less of ourselves.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
-Yes. Funds are integrated with school budget and contribute to programs targeted to Title I objectives.
2. What were the strengths of the implementation process?
- The strength of the implementation is seamless integration with routine budgeting, staffing and administrative processes.
3. What implementation challenges and barriers did the school encounter?
- Barriers are minimal. They are mostly in the form of effective communication and recruitment of secondary school parent stakeholders... Improvement is showing.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
- Strengths are in our multimedia access for parents; weaknesses continue in physical participation...
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
- The process of promulgating, Title I objectives is embedded in staff meeting.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
-Staff perceptions are positive; committees are used to measure perceptions.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

-Perceptions remain difficult to say for certain. No opposition has been expressed. Meetings are used to measure perception.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

-Afterschool group/subject-specific tutorials, recreation, counseling, etc.

9. How did the school structure the interventions?

- Interventions are embedded within regular school services. Reference material for students, parents and others in the annually published student handbook.

10. How frequently did students receive instructional interventions?

- Daily, as initiated by students; weekly as schedule by administration; periodically according to state testing.

11. What technologies did the school use to support the program?

-Multimedia, computer-based operations; interpersonal services.

12. Did the technology contribute to the success of the program and, if so, how?

- Yes. The District used pc for the PARCC.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	8%	7%	After School Tutorials, Academic Counseling, HSPA Courses, Supportive Services	Interventions were successful
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	20.5%	21%	After School Tutorials, Academic Counseling, HSPA Courses, Supportive Services	Interventions were successful
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	N/A	N/A	After School Tutoring, Academic Counseling	Interventions show mixed results; According to Student Demographics and subcategories (see attached data)
Grade 10	N/A	N/A	After School Tutoring, Academic Counseling	Interventions show mixed results; According to Student Demographics and subcategories (see attached data)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	N/A	N/A	After School Tutoring, Academic Counseling	Interventions show mixed results; According to Student Demographics and subcategories (see attached data)
Grade 10	N/A	N/A	After School Tutoring, Academic Counseling	Interventions show mixed results; According to Student Demographics and subcategories (see attached data)

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School Tutoring Mentoring (RAFT) Academic Counseling	YES	81% Proficiency	NJ HSPA DATA
Math	Students with Disabilities	After School Tutoring Mentoring (RAFT) Academic Counseling	NO	54.6% Proficiency	NJ HSPA DATA
ELA	Homeless	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	Homeless	N/A	N/A	N/A	Population Targeted via Alternate Resources
ELA	Migrant	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	Migrant				Population Targeted via Alternate Resources
ELA	ELLs	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	ELLs	N/A	N/A	N/A	Population Targeted via Alternate Resources
ELA	Economically Disadvantaged	After School Tutoring Mentoring (RAFT) Academic Counseling	YES	80.0% Proficiency	NJ-HSPA DATA, School (State) Report Card
Math	Economically Disadvantaged	After School Tutoring Mentoring (RAFT) Academic Counseling	NO	67.1% Proficiency	NJ-HSPA DATA, School (State) Report Card
ELA	All Students	After School Tutoring Mentoring (RAFT) Academic Counseling	YES	86.4% Proficiency	NJ-HSPA DATA, School (State) Report Card

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	All Students	After School Tutoring Mentoring (RAFT) Academic Counseling	NO	62.6% Proficiency	NJ-HSPA DATA, School (State) Report Card

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School Tutoring Mentoring Programs	No	43.2% Proficiency	NJ HSPA DATA (2014)
Math	Students with Disabilities	After School Tutoring Mentoring Programs	No	21.3% Proficiency	NJ HSPA DATA (2014)
ELA	Homeless	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	Homeless	N/A	N/A	N/A	Population Targeted via Alternate Resources
ELA	Migrant	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	Migrant				Population Targeted via Alternate Resources
ELA	ELLs	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	ELLs	N/A	N/A	N/A	Population Targeted via Alternate Resources
ELA	Economically Disadvantaged	After School Tutoring Mentoring Programs	Yes	80.0% Proficiency	NJ HSPA DATA (2014); Usage logs, as a % of student enrollment
Math	Economically Disadvantaged	After School Tutoring Mentoring Programs	No	62.6% Proficiency	NJ HSPA DATA (2014) ; Usage logs, as a % of student enrollment

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	After School Tutoring Mentoring Programs	Yes	86.2 Proficiency	NJ HSPA DATA (2014) ;Usage logs, as a % of student enrollment
Math	All Students	After School Tutoring Mentoring Programs	Yes	76.0 Proficiency	NJ HSPA DATA (2014) ;Usage logs, as a % of student enrollment

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Resources to provide for materials, travel, guest speakers for parents, and inside district experts	NO	43.2 NJ School Report Card	Population targeted with IDEA Funds
Math	Students with Disabilities	Resources to provide for materials, travel, guest speakers for parents, and inside district experts	NO	21.3% NJ School Report Card	Population targeted with IDEA Funds
ELA	Homeless	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	Homeless	N/A	N/A	N/A	Population Targeted via Alternate Resources
ELA	Migrant	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	Migrant	N/A	N/A	N/A	Population Targeted via Alternate Resources

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	ELLs	N/A	N/A	N/A	Population Targeted via Alternate Resources
ELA	Economically Disadvantaged	Resources to provide for materials, travel, guest speakers for parents, and inside district experts	Yes	80.0% Proficiency	% of staff (Non-IDEA) Participating in Professional Development as assigned
Math	Economically Disadvantaged	Resources to provide for materials, travel, guest speakers for parents, and inside district experts	No	67.1% Proficiency	% of staff (Non-IDEA) Participating in Professional Development as assigned
ELA	All Student	Resources to provide for materials, travel, guest speakers for parents, and inside district experts	Yes	86.2% Proficiency	% of staff (Non-IDEA) Participating in Professional Development as assigned
Math	All Student	Resources to provide for materials, travel, guest speakers for parents, and inside district experts	Yes	76.1% Proficiency	% of staff (Non-IDEA) Participating in Professional Development as assigned

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Direct outreach via funded Programs	Yes	Parent Sign-In Sheets	% of School Population
Math	Students with Disabilities	(RAFT) and Open House, Multimedia Outlets (website, etc.)	Yes	Parent Sign-In Sheets	% of School Population

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	Homeless	N/A	N/A	N/A	Population Targeted via Alternate Resources
ELA	Migrant	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	Migrant				Population Targeted via Alternate Resources
ELA	ELLs	N/A	N/A	N/A	Population Targeted via Alternate Resources
Math	ELLs	N/A	N/A	N/A	Population Targeted via Alternate Resources
ELA	Economically Disadvantaged	Direct outreach via funded Programs	Yes	80.0% Proficiency	% of School Population represented by documented participation
Math	Economically Disadvantaged	(RAFT) and Open House, Multimedia Outlets (website, etc.)	No	67.1% Proficiency	% of School Population represented by documented participation
ELA	All Students	(RAFT) and Open House, Multimedia Outlets (website, etc.)	Yes	86.2% Proficiency	% of School Population represented by documented participation
Math	All Students	(RAFT) and Open House, Multimedia Outlets (website, etc.)	Yes	76.1% Proficiency	% of School Population represented by documented participation

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Dr. Thomas McCann
Principal's Name (Print)

Dr. Thomas McCann
Principal's Signature

May 19, 2015
Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process ***Data Collection and Analysis***

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJ School Report Card (2015-2016)	% of overall achievement on the School report Card
Academic Achievement - Writing	NJ School Report Card (2015-2016)	% of overall achievement on the School report Card
Academic Achievement - Mathematics	NJ School Report Card (2015-2016)	% of overall achievement on the School report Card
Family and Community Engagement	Number parents documented at 2014-2015 Open House Events	# of parents divided by total student enrollment, by grade level
Professional Development	Number of staff meetings	Number of staff meeting with Title I agenda
Leadership	Surveys, Meeting (held)	% of staff/ community responses
School Climate and Culture	PBSIS Data (VHS)	PBSIS Data disaggregated
School-Based Youth Services	Number of Programs Offered	Number of programs offered per capita
Students with Disabilities	% of Student enrollment	% of Student body demonstrating achievement base on 2014-2015 School Report card (TBA)
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	N/A	N/A
Economically Disadvantaged	% Of Student body	% of Student body demonstrating achievement base on 2014-2015 School Report card (TBA)

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?
-The process involved a review of the 2014-2015 Title I plan and survey data from the NJDOE on high school proficiency.
2. What process did the school use to collect and compile data for student subgroups?
-same
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
-Administrators used published data and drew additional influences based on the budget formula for Title I programs (blended).
4. What did the data analysis reveal regarding classroom instruction?
-Data revealed overall gains in achievement; with continue lags in some subgroups.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
-Professional Development on academic strategy is led by district curriculum supervisors.
6. How does the school identify educationally at-risk students in a timely manner?
-The school relies upon a formal referral service team and quarterly report cards.
7. How does the school provide effective interventions to educationally at-risk students?
-The school relies up an intervention and referral service team.
8. How does the school address the needs of migrant students?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

-Needs are addressed indirectly through blended funding /services.

9. How does the school address the needs of homeless students?

-same

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

-Professional Development on academic strategy is led by district curricular supervisors.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

-Guidance Counseling

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

-Selection was determined by way of ongoing demographic assessment and published achievement outcomes; school committee feedback.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Positive Behavior Supports	Mentoring/Intervention
Describe the priority problem using at least two data sources	<ul style="list-style-type: none"> Higher than average school violence statistics-Commissioners Report 2015 Higher dropout rate than state target 	Supportive relationships with school staff along with effective and sustained interventions are inadequate
Describe the root causes of the problem	NJ Report Card Large and diverse school district with disproportionate poverty on district/county level	NJ Report Card Large and diverse school district with disproportionate poverty on district/county level
Subgroups or populations addressed	All students; Economically disadvantaged groups in particular	All students; Economically disadvantaged groups in particular
Related content area missed (i.e., ELA, Mathematics)	All core content areas	All core content areas
Name of scientifically research based intervention to address priority problems	IES: Turning around chronically low schools (R:2/4)	IES: Dropout Prevention (R: 3-5)
How does the intervention align with the Common Core State Standards?	Aligns with Academic achievement Targets-as impacted by school climate	Aligns with best practice for student achievement; school mission and vision statements; drop prevention.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Communication	(Timely) Matriculation
Describe the priority problem using at least two data sources	Despite adequate involvement by stake-holders at school, Community/Parent Involvement is still underrepresented.	NJ Report Card 18% Graduation rate 2.2% dropout rate
Describe the root causes of the problem	Secondary school children have more autonomy from parent involvement; inadequate communication outcomes; high local poverty demographic	Too many incoming students fail to matriculate on pace
Subgroups or populations addressed	All students; Economically disadvantage; Homeless Subgroups; Special needs groups	Hispanic Students Black Students Economically disadvantage students
Related content area missed (i.e., ELA, Mathematics)	All content areas	All content areas
Name of scientifically research based intervention to address priority problems	IES: Turning Around... (R:2/4)	IES: Dropout... (R3-5)
How does the intervention align with the Common Core State Standards?	Aligns with best practices for student achievement in school including all academic subjects (CCS).	State of NJ target: 2%

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A Addressed via IDEA	Principal Administration	N/A	N/A
Math	Students with Disabilities	N/A Addressed via IDEA	Principal Administration	N/A	N/A
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	N/A Addressed via	Dr. Negrin	N/A	N/A
Math	ELLs	Title III	Dr. Negrin	N/A	N/A
ELA	Economically Disadvantaged	#2-Matriculation #4 Mentoring /INT.	Principal Administration	Student Quarterly Report Cards Student Service Logs NCLB Data	IES: Dropout...(R:3-5) IES: Turning Around...(R2/4)
Math	Economically Disadvantaged	#2-Matriculation #4 Mentoring /INT.	Principal Administration	Student Quarterly Report Cards Student Service Logs NCLB Data	IES: Dropout...(R:3-5) IES: Turning Around...(R2/4)
ELA	All Students	#2-Matriculation #4 Mentoring /INT.	Principal Administration	Student Quarterly Report Cards Student Service Logs NCLB Data	IES: Dropout...(R:3-5) IES: Turning Around...(R2/4)
Math	All Students	#2-Matriculation #4 Mentoring /INT.	Principal Administration	Student Quarterly Report Cards Student Service Logs NCLB Data	IES: Dropout...(R:3-5) IES: Turning Around...(R2/4)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A Addressed via IDEA	Principal Administration	N/A	N/A
Math	Students with Disabilities	N/A Addressed via IDEA	Principal Administration	N/A	N/A
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Addressed via Title III	Dr. Negrin	N/A	N/A
Math	ELLs	Addressed via Title III	Dr. Negrin	N/A	N/A
ELA	Economically Disadvantaged	#2-Matriculation	Principal Administrator	Quarterly report cards SGO/SGP Data	IES: Improving Adolescent Literacy (R:3-5)
Math	Economically Disadvantaged	#2-Matriculation	Principal Administrator	Quarterly report cards SGO/SGP Data	IES: Improving Adolescent Literacy (R:3-5)
ELA	All Students	#2-Matriculation	Principal Administrator	Quarterly report cards SGO/SGP Data	IES: Improving Adolescent Literacy (R:3-5)
Math	All Students	#2-Matriculation	Principal Administrator	Quarterly report cards SGO/SGP Data	IES: Improving Adolescent Literacy (R:3-5)

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A Address via IDEA	Principal Administration	N/A	N/A
Math	Students with Disabilities	N/A Address via IDEA	Principal Administration	N/A	N/A
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	N/A Addressed via Title III	Dr. Negrin	N/A	N/A
Math	ELLs	N/A Addressed via Title III	Dr. Negrin	N/A	N/A
ELA	Economically Disadvantaged	#1 Communication #3 Positive Support	Principal Administration	Number of outreach/communication to stakeholders, including parents; Agenda/ sign-in logs. Number, PD with agenda connected to Academic Achievement/Instructional supports	IES: Drop Out Prevent (R:3-5)
Math	Economically Disadvantaged	#1 Communication #3 Positive Support	Principal Administration	Number of outreach/communication to stakeholders, including parents; Agenda/ sign-in logs. Number, PD with agenda connected to Academic Achievement/Instructional supports	IES: Drop Out Prevent (R:3-5)
ELA	All Students	#1 Communication #3 Positive Support	Principal Administration	Number of outreach/communication to stakeholders, including parents; Agenda/ sign-in logs. Number, PD with agenda connected to Academic Achievement/Instructional supports	IES: Drop Out Prevent (R:3-5)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	All Students			Number of outreach/communication to stakeholders, including parents; Agenda/ sign-in logs. Number, PD with agenda connected to Academic Achievement/Instructional supports	IES: Drop Out Prevent (R:3-5)

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
 - The school principal, along with various subcommittees essential to the four (4) priority issues targeted in the plan: Parents, service, providers, department heads, staff and assistant principals.
2. What barriers or challenges does the school anticipate during the implementation process?
 - Challenges anticipated in 2015-2016 include a reduction in staff, reconfiguration of the academic schedule and parent involvement by secondary school students.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
-The Title I programs are integrated with the long standing vision/mission of the VHS... Challenges are noted above.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
-Department head meetings; staff meetings, SciP team meetings and parent/community outreach meetings targeting Title I-related agenda items will lend feedback on how our programs are perceived.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
-The Freshmen Orientations, Back to School nights and Title I specific meeting will gauge perception; using survey and attendance data.
6. How will the school structure interventions?
-Interventions will be interpreted with the tradition routine of the school educational service program, including extended day programs.
7. How frequently will students receive instructional interventions?
-Extended day (interventions) will occur Mon-Thursday, October – May.
8. What resources/technologies will the school use to support the schoolwide program?
-The school will make full use of technology centers and media (library/computer) facilities.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
-Monthly tabulations of the student usage of extended day programs and supportive services will be quantified in ratio to student population. Example, pc usage in media center, parent access (log-ons) to data basis , etc.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
-The school will use meetings/agenda items to share and disseminate information.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A Addressed via IDEA	Principal Administration	N/A	N/A
Math	Students with Disabilities	N/A Addressed via IDEA	Principal Administration	N/A	N/A
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	N/A Addressed via Title III	Dr. Negrin	N/A	N/A
Math	ELLs	N/A Addressed via Title III	Dr. Negrin	N/A	N/A
ELA	Economically Disadvantaged	(Effective) Communication	Principal Administration	Number of meetings targeting parents/community Number of signatures from parents/community Number of interactions with school data and websites	When families become involved with their child's education, students schools, and communities all benefit because strong partnerships help all stakeholders focus on the issues of secondary school student achievement.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	(Effective) Communication	Principal Administration	<p>Number of meetings targeting parents/community</p> <p>Number of signatures from parents/community</p> <p>Number of interactions with school data and websites</p>	When families become involved with their child's education, students schools, and communities all benefit because strong partnerships help all stakeholders focus on the issues of secondary school student achievement.
ELA	All Students	(Effective) Communication	Principal Administration	<p>Number of meetings targeting parents/community</p> <p>Number of signatures from parents/community</p> <p>Number of interactions with school data and websites</p>	When families become involved with their child's education, students schools, and communities all benefit because strong partnerships help all stakeholders focus on the issues of secondary school student achievement.
Math	All Students	(Effective) Communication	Principal Administration	<p>Number of meetings targeting parents/community</p> <p>Number of signatures</p>	When families become involved with their child's education, students schools, and communities all benefit because strong partnerships help all

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				<p>from parents/community</p> <p>Number of interactions with school data and websites</p>	stakeholders focus on the issues of secondary school student achievement.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

-By increasing the quantity and effectiveness of communication with parent/community stakeholder the school can better articulate our educational mission and objectives.

2. How will the school engage parents in the development of the written parent involvement policy?

- The school will use direct outreach at established events where parent participation already considerable.

3. How will the school distribute its written parent involvement policy?

-The policy will be posted on our school website.

4. How will the school engage parents in the development of the school-parent compact?

-The school will consult with the Rand Institute (Rutgers, NJ) for best strategies...

5. How will the school ensure that parents receive and review the school-parent compact?

-The school will prepare hard copies of the school parent compact at back to school nights.

6. How will the school report its student achievement data to families and the community?

-Title I meetings, the school newsletter, school website will be used.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

-Title I meetings, the school newsletter, school website will be used.

8. How will the school inform families and the community of the school's disaggregated assessment results?

-Title I meetings, the school newsletter, school website will be used.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

-A Title I committee will be used to determine best practices for involving the family. The Rand Institute and the CCPYD-committee.

10. How will the school inform families about the academic achievement of their child/children?

-A Title I committee will be used to determine best practices for involving the family. The Rand Institute and the CCPYD-committee; routine communication and academic reports.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

-The school district is a member of the Cumberland County Positive Youth Development committee. It includes stakeholders from three municipalities, and it is run by the Rand (Research) Institute of Rutgers University. It has already been a source of constructive collaboration, information gathering and outreach. All expect to access that committee more extensively in our efforts to involve parents in the objectives of our Title I plan.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	The district offers a competitive salary and benefits package which includes tuition reimbursement. The district also actively participates in the states 100 yours of PD by providing several workshop days built into the calendar
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	100% of the paraprofessionals meet highly qualified status at the high school. The district actively recruits highly qualified candidates and offers competitively salaries and benefits.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district actively recruits HQ staff offering competitive salaries and benefits packages. The district also offers support through content area supervisors. The high school also has Department Chairpersons and a well developed curriculum to allow staff to be successful. We also participate in the States Mentoring program for all staff.	Superintendent, Human Resources Director, Supervisors, and Administration